

WORKSHOPS: ANTIRRACISM



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TABLE OF CONTENTS

- 01** HISTORY AND TERMS (2H)
- 02** IDENTIFYING VIOLENCE(2H)
- 03** PROMOTION OF CHANGE (2H)
- 04** CINEFORUM



WORKSHOP 1: HISTORY AND TERMS (2H)



Introduction (15 min):

- Short Introduction of participants (name, age, an element they think represents them)
- Ask what participants remember from the Introduction-Workshop:
 - Privilege-Check
 - Ask to summaries for the participant who have not been in the first Workshop
 - Questions/Feedback
 - Situations that came up the last time
- Outlook: Topics and Goals of the day =
 - Short introduction in the history of Colonialism + definitions of the words
 - Sensibilisation that racism is the product of history
 - Racist structures of power in society still have a strong impact on the world → Where do they come from?

EXERCISE 1: DEFINITION-PUZZLE

Time: 25–30 min

Material: Important political words connected to racism and history + definition written on paper

Glossary:

- **BIPoC:** Black, Indigenous and People of Color; empowering self-description; Black is always written with capital letter → it's not a color either an adjective; political term; shared experiences of racism, exclusion from the white-dominated majority society and collective attributions of "being different".
- **White:** not an empowered self-description; marks the dominant and privileged position of people within the racist system; to make it clear that being white is not an empowering self-designation, white, lowercase and italics are used; does not mean the color
- **Racism:** Ideology of injustice, to judge on real and constructed differences between people; leads to devaluation of people bcs. of their outer appearance, ethnicity, nationality or religion; historical context of devaluation, exploitation and oppression; connected to structural, institutional and personal discrimination
- **White Supremacy:** "la supremacía blanca"; racist ideology, which is built on the belief that white people are superior to BIPoC; to justify dominance, power and dominion white people have over BIPoC
- **Eurocentrism:** a view on the world that assumes the European history, values, standards and culture as normal and superior; Europe is an ideal of the political and cultural systems and functions as a measurement for non-European countries
- **White Privilege:** white people compared to non-white people have more advantages in our society; white people can experience discrimination regarding their gender, social class and health, but are free from racist discrimination; to be white does not make a life harder, but not judge the achievements of white people
- **Colonialism:** relationship between the Global South and the Global North shaped by colonial past; until today the Global North profits from societal, political, economical and cultural power relations created over the centuries; system of knowledge, power and violence
- **Othering:** attribution of specific characteristics to People, cultures or nations to construct them as "alien" and distinguish them from a superior "We"; tool for colonial domination

Goal: Provide important keywords regarding racism and colonial history.

Procedure: Let the participants match the words with their definition and hang them on a wall + for the physical space; after 15 min talk about the words:

Have you ever heard about it? What do you think about it? Do you have questions or is something unclear?

EXERCISE 2: POSITIONING

Time: 30 minutes

Material: Questions for the facilitator

1. How would you feel when you notice that a white policeman/woman controls a BIPOC in the streets in an aggressive way?
2. How would you feel/ feel when a person compliments the Spanish skills of a BIPOC, even if she is born in Spain or already lived in Spain for a long time or comes from another Spanish speaking country?
3. How would you feel when a white person talks about countries in the global south as “undeveloped”, “backwards”, “traditional” etc.?
4. How does it feel for you when the media always talks about “Africa”, as if it were about a country and not a continent?
5. Do you think BIPOC are represented in media (advertisement, movies etc.)?

Procedure:

Imagene a line between “very comfortable/agree” and “uncomfortable/ don’t agree”;
Asking questions and the participants have to position themselves;
After every question open up the space for discussion and questions:
How do you feel when positioning yourself/ seeing others positioning them?
Give the participants the chance to change their position

15 MINUTE BREAK

EXERCISE 3: VIDEO

Time: 30 min

Material: <https://www.youtube.com/watch?v=K6HUeVjbWGE>

Procedure: Watch the video together with the group; afterwards ask the group if they have any questions; ask questions to check if the participants understood the video and the main points.

FINAL DISCUSSION (15MIN)

- **Questions/Doubts** (anonymous possibility → letter box)
- **Feedback**

WORKSHOP 2: IDENTIFYING VIOLENCE IN COMMUNICATION (2H)



Introduction (15 min):

- Review on the last Workshop:
 - Introduction round of the participants
 - Short Summary
 - Questions
 - Everything else that participants want to discuss
 - Has there been any kind of violent/racist communication that has been noticed?
- Outlook: Topics and Goals of the day:
 - Working on own stereotypes and prejudices (connection to Workshop of intersectionality)
 - Analyzing headlines of newspapers or videos of news regarding racist communication and representation

EXERCISE 1: OPEN DISCUSSION

Time: 15 minutes

Material: Statement: "Racism is still present in our society because it is built on racist foundations."

Procedure: Ask the participants about their opinion on that statement and let them freely discuss with each other; motivate them to include their own experiences; guide them through the discussion and include information from the last workshop.

EXERCISE 2: CHARACTER-PLAY

Time: 45 minutes

Material:

7-8 different invented Characters (Name, Age, Profession, Kids (Yes/No) + Statements
Characters written on paper big enough to hang them in the room; statements written on a paper for the facilitator

Characters:

- Maria (36): single mother – 2 children – works 30 hours at the city library
- Emir (25): Refugee – fled from Syria to Germany 1 year ago – looking for an apprenticeship – lives in a refugee home
- Jaboa (15): Dark-skinned – born in Germany – parents are from Africa – attends 9th grade in a secondary school
- Heike (45): Wheelchair user – works full time in a law office
- Mariana (58): Long-term unemployed – lives in social housing
- Dominik (19): homosexual – lives in a village – works on the family farm
- Mario (23): Student – has a €450 job – lives in a shared flat – plays in a band

Statements:

- I am often checked by the police.
- I am socially disadvantaged I am allowed to go to the cash register.
- I don't like to go out alone at night.
- I often get funny looks.
- I have many friends
- I don't feel integrated in society.
- I am afraid of rejection I am afraid of the future
- When I am in trouble, I have people to help me.

Procedure:

- Character-cards spread in the room;
- Statements will be read out loud successively;
- Everybody thinks quietly to which character the statement could fit the best;
- Afterwards participants go to that character card they think the statement fits the best; discussion and exchange of experiences (what lead to the decision of the person)

Reflection and summary:

- How did people feel during the exercise?
- What did they notice/learned?
- Questions or doubts?

Summary: everybody has stereotypes and prejudices depending on cultural background and education, important to question them all the time and to reflect, outer appearance doesn't say anything about a person's character

Theory:

- Everybody tries to organize environment to make it easier to understand = stereotype = collection of information, generalized characteristics → essentialism
- Heterostereotype: regarding members of another culture → demarcation
- Autostereotype: regarding members of the own culture → belonging
- Important! difference between stereotype and prejudice
 - if stereotype is not consequently questioned → prejudice = stereotype + emotion, include rating
- Prejudices affect our behavior!
- First impression of a person's appearance affects how we estimate their abilities/disabilities
- Prejudices are linked to each other and affect/support

15 MIN BREAK

EXERCISE 3: HEADLINE-ANALYSES

Time: 45 minutes

Material: 4-5 examples of racist headlines in local media, pencils, markers

Procedure: Working in small groups of max. 4 people.

- Discovering racist/violent communication in the headlines → mark them;
- 15 min research after:
- Discuss results with the whole group:
- Why are the statements/headlines racist?

- How do you feel when reading them? angry/sad/disappointed etc.
- What can happen when we read racist statements in the media we trust everyday?
(What do I consume?/ What do I reproduce?)

Connection to History workshop:

- Why is it possible that large newspapers in Europe communicate in a racist way?
- What is to be achieved with such statements?

FINAL DISCUSSION (15MIN):

- **Questions/Doubts** (anonymous possibility → letter box)
- **Feedback**

WORKSHOP 3: PROMOTION OF CHANGE



Introduction (15 minutes):

- Review on the last Workshop:
 - Short Summary
 - Questions
 - Everything else that participants want to discuss
 - Has there been any kind of violent/racist communication that has been noticed?
- Outlook: Topics and Goals of the day =
 - Toolkit to react towards racist behavior/communication in your surrounding
 - Network of organization that can help you if you experience racist behavior
 - What could a space without racism look like?

EXERCISE 1 : REFLECTION-ROLEPLAY

Time: 45 min

Material: Dialogues (2 copies of each)

Example 1: Asking again and again where somebody is from

"Where are you from?" - Erm... From work. - "No, where are you from, haha!" - Ahsooo! Yes, Granada and you?" - "No! No! I mean where are you from. That's right."

Example 2: Pointing out the language skills of a person

"But you speak Spanish well!" - "Yes, because I was born here."

Example 3: Pointing out the oppression of women even if not knowing the real situation

"Oh, your sister's a lawyer?" - "Yes, why?" - "I thought women aren't allowed to study in your country and have no rights."

Example 4: Control of a BIPOC in public by the police

"Please stop! Open your bag! Do you have any drugs or other narcotics with you?" -

"No, I don't have any drugs with me." - "Present your ID or residence permit!" - "Excuse me, I don't have my ID with me. I just went shopping and I'm on my way home." -

"Empty your backpack! You are in possession of alcohol, do you have any other narcotics with you?" - "No, can I go now, please?"

Procedure:

- Using violent/racist communication and let participants play these situations/discussion in front of the group;
- Let the rest of the group interrupt the play whenever they see violent/racist communication during the play;
- Discuss in the group why it's violent/racist communication.

15 MINUTE BREAK

EXERCISE 2: TOOLKIT - HOW TO REACT ON RACIST COMMUNICATION

Time: 45 minutes

Material: Big paper, pencils, markers, Notebook in the physical space where people can write down their experiences → continually & ongoing

What to do when a person gets attacked in a racist way in public (physical or verbal):

1. Always listen to the affected person and their point of view and experiences
2. Stop being a spectator, get active! The more people are present, the less likely somebody intervenes. Be the person who starts and makes the first step addressing others who are with you and can help as well.
3. Show the affected person that you are with her/him. Show your presence by sitting next to the person or start a conversation. Stay calm and ask if the person wants your help and support. If not, retreat, but maintain eye contact and pay no attention to the attacking person. Often this is enough to calm down the situation.
4. If the attacked person asks you for support, answer only from your perspective and don't talk for another person. For example: "Your racist comments bother me. Please stop doing that!".
5. Physical attacks need attention. Be loud, call for help and shout at the attacking person "Stop!". You can also film the situation with your phone and ask people around you directly for help. "You, there in the red jacket, can you call the police please?" – Most of the time people who are not affected by the attack are the majority. Only intervene physically, if you have the knowledge. Your own safety has priority!
6. Call the police!
7. Stay with the attacked person and support her/him also after the attack. Ask her/him if you can do anything and recommend a counseling center or organization which works on this topic

Racist comments/communication in your social surrounding – how to react:

- Why do you talk like this?
- Where does it come from?
- Have you had any bad experiences?
- I feel uncomfortable when you talk in such a racist way. Explain why.
- Educate family and friends

Procedure:

- What can I do if I experience or notice racist communication in my family, at work, in school, with my friends? Ask this question, let the group react and tell their ideas
- What did they learn in the previous workshops; brainstorm together and create a poster; guide them through the steps
- Create a poster with the most important tools to react to racist/violent communication

FINAL DISCUSSION (15 MIN)

- **Questions/Doubts** (anonymous possibility → letter box)
- **Feedback**

CINEFORUM



- **The green book**
- **Facing Racism: What You Can Do To Face Injustice Dan Gannon**
<https://www.youtube.com/watch?v=XUMUhdythVM>
- **The Danger of a Single Story** <https://www.youtube.com/watch?v=D9lhs241zeg>



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